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ABSTRACT

This paper describes a curriculum in human relations, written from a behavioral frame of reference, the primary objective of which is the development of teachers who can act freely and spontaneously, i.e. with intentionality. Intentionality defines a central objective of teacher training, namely the teacher who can respond and act appropriately in the constantly changing and not always predictable classroom situation. The curriculum is designed to give teacher trainees a set of behaviors and a method useful not only in teaching human relations, but teaching in other areas as well. Specific skills in an area of human relations behavior (eg. relaxation, attending behavior, etc.) are arranged in a hierarchical fashion which must be performed progressively and successfully. An example of such a hierarchy is presented giving both performance criteria and performance-oriented instructional tasks. The paper concludes with a description of the intentional teacher: a person who can act in a multitude of contexts and situations. (TL)

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THE HUMAN RELATIONS PERFORMANCE CURRICULUM:

A COMMITMENT TO INTENTIONALITY

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Abstract

This paper describes a pre-service curriculum in human relations for the classroom teacher. The curriculum was developed using behavioral objectives. Behavioral "hierarchies" established in an "each one-teach one" format are employed to help teachers learn relaxation, listening, and other human relations skills. Juxtaposed with behavioral objectives is the more existential construct of the "intentional teacher." The intentional teacher is one who has many behavioral options open to him, can decide which option seems appropriate, and can interact with environmental feedback to change the directions of his actions. The implications of using behavioral constructs to facilitate intentionality are discussed.

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Can a behavioral objectives curriculum in human relations permit and encourage an individual to engage in free choice? The behavioral posture is generally associated with prediction and control of behavior; relatively little consideration has been given to the possibility of utilizing these same techniques to help place the individual in charge of his own behavior and give him a maximum number and range of alternatives to choose from for action.

This paper describes a curriculum in human relations, written from a behavioral frame of reference, whose primary objective is the development of teachers who can act freely and spontaneously--with intentionality. The person who acts with intentionality possesses the ability to act on his environment. He is one who can generate alternative behaviors in a given situation and "come at" the problem from different vantage points as he receives environmental feedback. The intentional individual is not bound to one course of action, but can act "in the moment" to respond to ever-changing life situations.

To act with intentionality, one must have alternative behaviors available to him. The person who cannot "cope" with an awkward situation, the teacher who doesn't know what to do next with his class both suffer from a deficit of alternative behaviors which might be appropriate to a unique situation. As such, the performance curriculum in human relations described in this paper has, as a secondary objective, the direct instruction of teacher trainees in specific behaviors of human relations. A variety of learning techniques are used in human relations "hierarchies" based on the behavioral objectives concepts of Mager (1962). Each hierarchy focuses on a single human relations skill area (e.g. relaxation, attending behavior, decision making) in an "each-teach one" model designed to: 1) teach the skill in question; and 2) assist the teacher trainee in developing his own personal approach in teaching that same skill first to one other and then to a class.

Intentionality, then, is proposed as a construct summarizing a central objective of teacher training... the teacher who can respond and act appropriately in the constantly changing classroom situation. The performance curriculum in human relations is designed to give teacher trainees a set of behaviors and a method useful not only in teaching human relations, but in other areas as well.

Intentionality: An Action Orientation

Intentionality is best described behaviorally through the passive or active behavior of teachers. The following example illustrates what happens when a teacher acts with intentionality:

> Susie had a beautiful lesson in human relations. She wanted to share with her fifth grade students some of her ideas about listening to others. She sat on the floor and asked the children to play gossip... to pass a message around the circle by whispering.
>
> After the circle had gone around a few times, Susie asked the children to discuss what had happened. The children engaged in a excellent discussion of how one learns from listening to others. The children continued the discussion on their own and Susie became a participant with them as they explored the topic. As the children became more involved, Susie dropped out of the discussion and became an interested listener. She was particularly pleased when Craig, usually a negative discipline problem, pointed out that "listening is not necessarily hearing."

Susie, in this brief example, illustrates several alternative behaviors. She did not hesitate to decide what she wanted the students to learn and provided a framework for this learning process. She was physically relaxed and demonstrated the concepts of attending behavior. As the children started discussing, she immediately moved from teacher to co-participant in the game. As the children increasingly showed growth, she moved back allowing them to carry the discussion. After this topic was completed, she was prepared to offer the students another suggestion for learning, <u>if</u> another suggestion seemed appropriate at the moment. Important in this discussion is that Susie planned only some of her specific behaviors; she did what "felt right"

to her at the moment and that included some planning ahead as well as some spontaneous activity. Much of the unplanned activity could also be described as learned behavior. Not only did she affect children, but they affected her. Susie's experience from this lesson was one of accomplishment and joy.

Jane, on the other hand, illustrates what happens when a teacher fails to act with intentionality:

> Jane, too, had a good lesson plan in which she hoped to teach her sixth graders decision making skills. She presented the children with a situation in which they were to imagine that someone bigger than they wanted to take their bike away from them. She wanted her students to generate as many alternative courses of action as possible in a brainstorming session.
>
> Bill came out with a statement stealing Jane's thunder by listing six alternatives in his first statement. Jane grimaced as Bill had a way of answering questions so completely that he tended to shut others out. The other children sat during the brief hiatus. Jane said, somewhat weakly, "That's fine, now what other ideas can you think of." No one else thought of any other ideas. Jane started talking and showing the children some other alternatives... they weren't listening. The lesson ended when Jane had to reprimand Tom for Hitting Bill.

Talking with Jane afterwards revealed that she had felt beaten, almost depressed, when Bill answered her question so completely. Her attention left the children and she had thought about what could she do next. She recalled talking and giving some additional suggestions to the children as to alternatives, but she said inside she was bored with what she was saying and angry at Bill for causing her to lose control of the class. In this situation Jane acted with intentionality when she thought of a good lesson plan. However, when it did not go as she anticipated, she lost intentionality and became encumbered by the situation. In this setting she neither affected nor was affected by her students.

One possible example of intentional teaching would have been for Jane to shift her entire lesson to a new framework. She could have had the children role play the various approaches suggested by Bill and have the

children evaluate the alternatives. In all likelihood, the children would start generating additional alternatives. With this approach, the teacher would maintain her sense of intentionality and Bill and his classmates would have their own opportunity to experience intentionality. It should be mentioned, however, that when Jane saw her lesson wasn't going well, she forced herself out of her bad feelings toward herself and acted by having the students move to a new area of exploration which went well. In moving out successfully from a difficult situation, Jane exhibited one of the highest forms of intentionality.

We do not believe that intentional teaching can be defined except by the actions of the teacher. The effective teacher who acts with intentionality is constantly mixing thinking and feeling approaches with children in new and unusual ways to maintain her and the children's interest and involvement. Bringing new approaches to the teaching situation, however, depends on having an adequate behavioral repertoire.

Skinner (1968) points out that instructional techniques have not been used effectively for human growth. Skinner also speaks of using operant methods to control individuals' behavior for their own and others' benefit. The behavioral model is useful in human relations training as it helps specify more precisely the dimensions of human interaction. However, the jargon of operant psychology (condition, reinforce, manipulate, control) is not compatible with the world views of many educators.

May (1969), one of the leading existential psychologists has pointed out that for an individual to act with intentionality, he must assume the behaviorist posture. "That one is free to act when he is allied to a determinism is one of the paradoxes of our problem." The concept of intentionality as developed by May would seem to imply that to achieve enlightment or self-control requires a disciplined commitment to action. Both existential

and behavioral positions demand that one act.

The Performance Curriculum: A Structure for Intentionality

The basic model of the performance curriculum is an "each one-teach one" approach in which a relatively specific area of human relations behavior is identified (e.g. relaxation, attending behavior, non-verbal communication) and the trainees very soon teach these skills to others. The skills are organized in a hierarchical fashion in which the student teacher does not proceed to advanced levels until he has demonstrated his ability to perform at the present level. "Each one-teach one" hierarchies have been developed in final or preliminary form in over 30 areas. They range from self-control of physiological responses to listening skills and from empathy to organizational change.

Perhaps the best way to describe the performance curriculum is to outline in detail one of the hierarchies and our personal experience as we shared our ideas with our students and learned from them. Figure 1 contains the complete text of the performance hierarchy on attending behavior.

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INSERT FIGURE 1 ABOUT HERE
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Attending behavior (listening) is a set of constructs developed for use in counselor training in a video feedback technique termed "microcounseling" (Ivey, Normington, Miller, Morrill, Hasse, 1968) modeled after microteaching (Allen 1967). The behavioral constructs of listening (eye contact, physical attentiveness, and verbal following) have proven useful not only to counselors, but also to individuals in general. The microcounseling model has proven an enjoyable and efficient method through which individuals can learn to communicate to one another more effectively.

However, the teacher trainee is first requested to "tune into himself" via some form of relaxation exercise before he encounters the concepts of

attending behavior. Underlying all perfo[illegible] hierarchies is the belief that teachers should have the ability to b[illegible] touch with themselves. Teachers can listen more effectively, teach with less effort, make more reasonable decisions from a relaxed, more creative and less encumbered framework. Relaxation training has proven to be the most popular series of exercises with trainees. Several alternative instructional routes to learn relaxation are provided via audiotapes (Davison, 1967), group sessions, and/or reading material (Jacobson, 1938; Gunther, 1967).

Step two of the hierarchy begins with a definition of attending behavior as outlined above. Trainees participate in a microcounseling session in which they have an opportunity to develop and demonstrate the skill of listening. While the basic microteaching model is most often used, variations of discussion and video feedback techniques are sometimes used to provide increased spontaneity and allow for individual differences among trainees. At this step, a group session often provides a basis where teacher trainees can consider the implications of attending behavior for their own life and for the classroom.

Step three requires student participants to observe children's attending behavior in classroom sessions. Alternative instructional routes included a videotaped lecture and written instructional materials.

Steps four through seven of the hierarchy demand increased involvement and creativity as they require the trainee to teach the skill to others. At this point the trainee teaches one other person the newly learned skill and returns to demonstrate his ability to the facilitator. It might be anticipated that student teachers would be merely "copying" their facilitators and simply use the same technique and methods they have just learned. Students are encouraged to discover the method or methods they liked best and use only those methods which appeal to them personally. When the trainees report back

on their success in teaching relaxation to someone else, the facilitators reward those efforts which are unique and those which most clearly "belong" to the trainee.

Evaluation of performance at each level centers on a negotiation between the trainee and facilitator. The trainee is encouraged to define his own level and style of performance. However, this does not mean abdication of responsibility on the part of the facilitator. Evaluation on his part centers on: 1) does the trainee understand the concepts of attending behavior and can he communicate them in verbal or written form? 2) has the trainee improved his ability at this level on the hierarchy? and 3) can the trainee communicate his own unique personal insights concerning the skill to the facilitator? A broader measurement at the end of the hierarchy is used: Can the trainee generate a number of quality and usable alternatives for teaching attending behavior and demonstrate his ability to use them in a teaching situation?

The success of the method is determined most completely at step six of the hierarchy. Susie's lesson described earlier was one of the trainee sessions designed to teach attending behavior. Another trainee used the microcounseling framework itself with the children with surprising success, one developed a game using art materials which required the students to listen to one another before proceeding with their picture, and one turned off the lights and had the students tell Halloween stories. Still another deliberately planned no specific lesson to determine if she could respond in the moment... the session which evolved consisted of her telling something about herself and having the elementary students ask her questions for more elaboration. Then, in turn, all the students had the opportunity to share something with the group and then have questions asked of them. Some of the teacher trainees had an excellent discussion of listening concepts with the children, others preferred to operate purely at an experiential level with no planned cognitive input.

As the students participated in the hierarchies, they increasingly saw the relationship of each hierarchy to the other. For example, Susie's game of gossip, while designed to teach attending behavior and listening skills, could have been used to teach relaxation, decision making, or even non-verbal skills. Susie could have asked the students to make their muscles very tense and then start the gossip circle. The group then could have explored the importance of relaxation in relation to hearing what others have to say and perhaps even extended the concept to subject matter areas. Decision making could be taught in this framework. For example, Susie could have asked them to pass around a lengthy series of nonsense symbols, then some relatively uninteresting facts from history, and then an interesting "Peanuts" joke. The students could discuss distortions in the various types of materials and how they must make decisions through their listening as to how accurately they chose to pass information on to each other. In each case, the underlying concepts of intentionality and behavioral alternatives could still be taught.

The hierarchies have been so organized that the teacher trainee once having completed the hierarchy is capable of leading a new trainee through the hierarchy undersupervision. Presently, able students from the human relations program are recruited as peer teachers for the program. In this type of program, the professor becomes a facilitator and consultant to those actually running the program.

Eventually, the performance curriculum will be designed so that all trainees can start at his present ability to perform and not have to go through the entire curriculum. If a student can demonstrate all the skills of a hierarchy, he can move on to other hierarchies or areas of training. This is a <u>performance</u> curriculum and is not <u>time-bound</u>.

In summary, it may be seen that the prime commitment to action within the performance curriculum is a constant effort to permit and encourage the

teacher trainee to strike off in his own direction and operate independently from the trainer. If the teacher is to act with intentionality, this very movement must be spontaneous and genuine. In effect, the trainee must produce his own "self-growth."

To promote self-growth and self-direction, the facilitator must emulate the characteristics of intentionality himself. Examples of non-facilitative work include such behaviors as telling the student what to do in a micro-teaching session, indicating to a student that there is one way which is more right than others, and being so "perfect" that the trainee cannot reach the facilitator at an emotional or intellectual level. An example of positive facilitator behavior might be a statement indicating that the student is free to do whatever he wishes in a microteaching situation as long as he somehow relates his action to the specific behavioral hierarchy in question. The positive facilitator indicates several alternative routes for sharing or teaching a behavioral skill to others, and encourages and rewards suggestions of additional alternatives by the trainee.

The effective facilitator operates spontaneously. He must be able to model and exemplify the behaviors that he is attempting to teach and reinforce; for if he is not the program will be rejected by the student as "phony." While the facilitator might have a general plan and an objective to accomplish, he is flexible and able to change his approach and teach his concepts as the needs of the students indicate. This modeling of intentionality on the part of the facilitator may be one of the most important aspects of the entire performance curriculum. The facilitator who only teaches will have difficulty in the performance curriculum. An effective facilitator must also share with his students and be able to learn from them.

Intentionality, then, is made manifest in all aspects of the "each one-teach one" model. A facilitator commits himself to a general course of action,

but feels free to modify his behavior spontaneously as new inputs arise from the environment. The student trainees learn that they have power over their own experience with the facilitator as they see themselves causing the facilitator to modify his behavior. The interaction between facilitator and trainee then becomes a powerful tool.

This, then, is a capsulized view of the method of the program in human relations training. A target behavior is identified (and it may be as broad as leadership or as specific as physical relaxation), the specific behavioral components of that target behavior are analyzed, identified, and placed into a teaching hierarchy in the belief that teaching specific behavioral skills can and will lead to human relations behaviors equal to or beyond the original target behavior.

The Intentional Teacher. The intentional teacher is a person who can understand and act in a multitude of contexts and situations. The performance curriculum in human relations simply provides a set of experiences which broaden the behavioral options open to the teacher.

A general performance criterion for the intentional teacher has been defined:

> Upon successful completion of an individually selected program of verbal and non-verbal awareness training, the teacher trainee will be more fullyaware of the relationships of body to mind, of himself to others, and of himself to his environment. He will be able to integrate experiential and cognitive activities to further these same processes into the regular classroom and will also be able to use these same activities to make himself a more complete, comfortable, and productive person.

Human relations is usually though of in terms of relations with others. We have chosen, however, to include behaviors in relation to self as important within the realm of human relations activity. Unless one views himself positively and has alternative behaviors available to him, there is little likelihood of intentionality.

The fully functioning individual must be able to understand and work with

others in a variety of social settings. He should be able to function in two person relations, small groups, classrooms, and in complex organizations. A detailed performance curriculum to provide teachers with experiences in these settings has been developed (Ivey, 1968). While activities vary within each area of emphasis, a five step structural approach has been suggested for the four areas of human interaction:

Step 1: The teacher trainee demonstrates his ability to <u>follow</u> directions of others in the dyad, the group, his students in the classroom, and the organization.

Step 2: The teacher trainee demonstrates his ability to <u>share</u> and express his ideas and feelings in each setting.

Step 3: The teacher trainee demonstrates his ability to work with others on a <u>mutual</u> basis through solving a problem together.

Step 4: The teacher trainee will demonstrate his ability to <u>lead</u> a dyadic interaction in one direction, a small group to a decision, a classroom to solving a problem, and also demonstrate his ability to institute organizational change.

Step 5: The teacher trainee will demonstrate his ability to follow directions, share his ideas and feelings, work mutually, and take leadership <u>interchangeably</u> in the four contexts.

It may be observed that the five steps defined for interpersonal functioning could be defined as a set of additional skills which should be available to the intentional teacher. We believe the intentional teacher is an individual who can be in turn with himself at a particular moment, listen carefully to a child, help a small group resolve a problem, institute an

organizational change, or, perhaps, even decide not to act at all. All behavioral options are open to the intentional teacher. As this type of person does not exist in the fullest dimension, the opportunity to fail and be truly human is an important option available to the intentional teacher.

The intentional individual is one who can act spontaneously with a wide range of behaviors, with an understanding of the power of those actions on himself, his environment and on others. The intentional teacher, then, is an individual who can be in contact with himself and others, can act at will and can allow himself to be acted upon. He has the freedom to fail... and to succeed.

Figure 1

HIERARCHY III

(Attending Behavior)

Stephen Rollin and Allen Ivey

Performance Criterion	Instruction Alternatives
1. Relax systematically to the satisfaction of yourself and the facilitator.	a. Use Davison's (1967) tapes to relax. b. Read and practice relaxation via Gunther (1967) on Jacobson (1938).
2. Demonstrate eye contact, relaxation, attentive postures, and verbal following with fellow trainees and others.	a. Practice these behaviors in a microcounseling situation. b. Participate in a group exploring alternative routes to attending behavior.
3. Observe groups of children in a classroom. Write a description of children's attending behavior in a classroom setting.	a. View a videotape on attending behavior in the classroom. b. Observe children in a classroom after participating in a group session on observational procedures.
4. Establish a program for teaching attending behavior.	a. Practice attending behavior skills with the facilitator. b. Prepare a self-evaluation in relation to your own attending behavior skills.
5. Teach one person attending behavior.	a. Develop a scale for rating the others attending behavior. b. Participate in a group evaluating your teaching approach.
6. Teach in a microteaching setting, some aspect of attending behavior.	a. Simulated microcounseling training. b. Individual planning with facilitator.
7. Discuss the issues that relate to attending behavior. Provide a critique hierarchy in writing with suggestions for improvement or modification.	a. No instructional alternative planned.

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